

Yes, We Can!

Learning Languages for Global Competence

Paul Sandrock

American Council on the Teaching
of Foreign Languages (ACTFL)



<http://actflregionalworkshop.wikispaces.com> 1

What skills are in demand?

Top “most important” skills from employers:

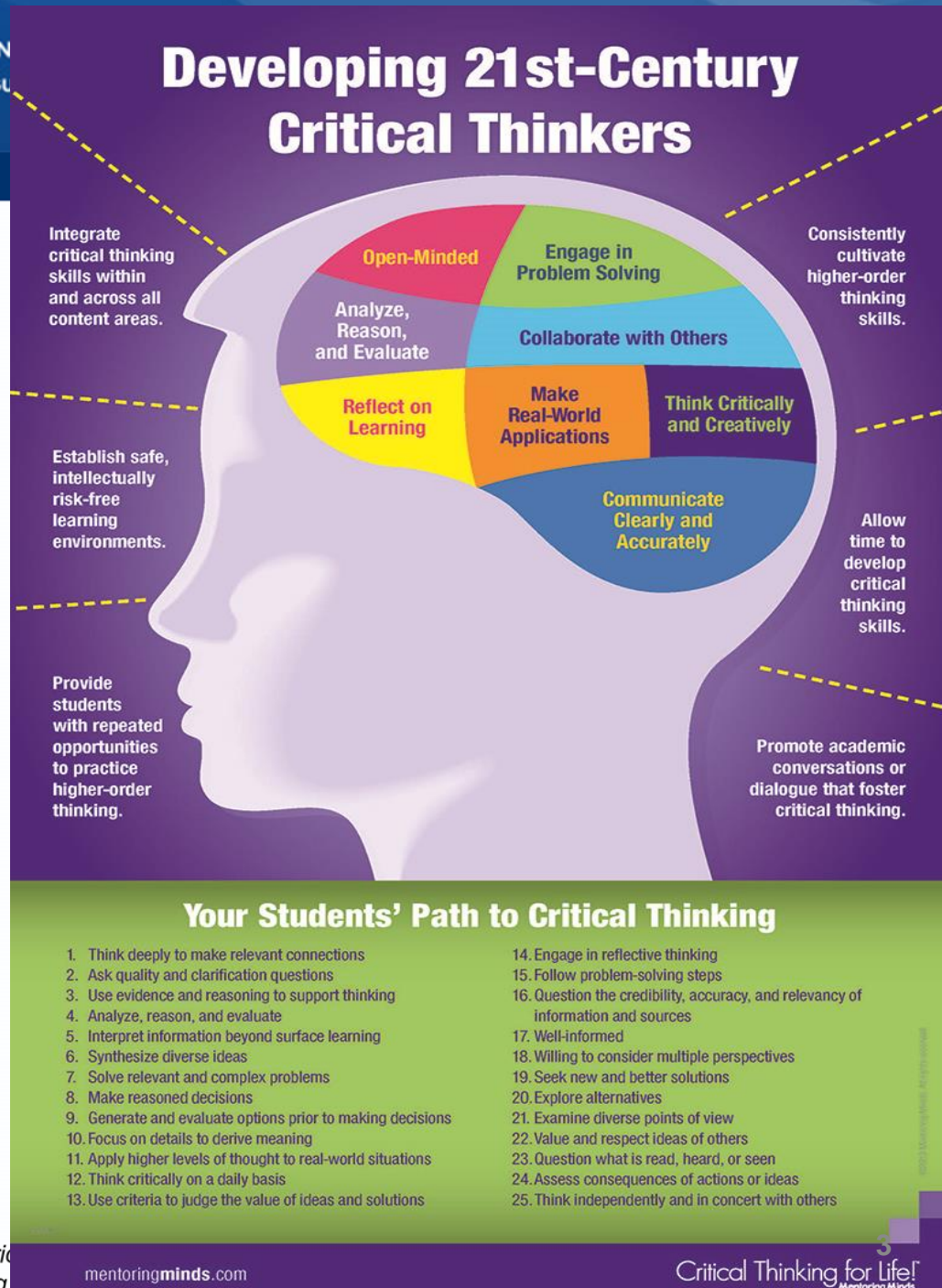
- Professionalism/work ethic & teamwork/collaboration
- Communication
- Knowledge of other languages
 - 63.3% of employer respondents believe this will increase in importance
- Making appropriate health and wellness choices
- Creativity/innovation
 - 73.6% of employer respondents project this skill to increase in importance
 - Currently 54.2% of employers say new hires with high school diploma are deficient in this skill

http://www.p21.org/documents/key_findings_joint.pdf

Are They Really Ready to Work?

- Open-minded
- Engage in problem-solving
- Analyze, reason, and evaluate
- Collaborate with others
- Reflect on learning
- Make real-world applications
- Think critically and creatively
- Communicate clearly and accurately

Clementi / Sandrock ACTFL 2013



Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action.

Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences.

Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world.

This interaction develops the disposition to explore the perspectives behind the products and practices of a culture and to value such intercultural experiences.

The Need for Global Competence:

Global competence is vital to successful interactions among diverse groups of people locally, nationally, and internationally. This diversity continues to grow as people move from city to city and country to country. The need to communicate with someone of a different language or culture may arise at any time;

knowing more than one language prepares one to know how, when, and why to say what to whom.

The Need for Global Competence:

Global competence is vital to successful interactions among diverse groups of people locally, nationally, and internationally. ...

knowing more than one language prepares one to know how, when, and why to say what to whom.

Need in the global economy

Need in diplomacy/defense

Need in global problem-solving

Need in diverse communities

Need in personal growth and development

Reaching Global Competence

The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence.

This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action.



ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

Lead with culture . . . Language will follow



EMPLOI DU TEMPS CM1

	LUNDI	MARDI	JEUDI	VENDREDI	SAMEDI
8h30	DICTEE DE MOTS	CONJUGAISON	DICTEE	LECTURE EXPRESSION ECRITE	EDUCATION CIVIQUE
9h	GRAMMAIRE		ORTHOGRAPHE		
9h30	ATELIERS LECTURE	ATELIERS	ATELIERS LECTURE	ATELIERS	VOCABULAIRE
10h		CALCUL MENTAL		MATHEMATIQUES	MATHEMATIQUES
10h30	CALCUL MENTAL	CALCUL MENTAL			
	MATHEMATIQUES				
11h					EPS
11h30	MATHEMATIQUES	VOCABULAIRE	MATHEMATIQUES	ANGLAIS CONJUGAISON	CHANT
12h	ORTHOGRAPHE	MUSIQUE	GRAMMAIRE GEOGRAPHIE	CHANT	
13h30					
14h	HISTOIRE	EPS	GEOGRAPHIE	SCIENCES-TECHNO.	
14h30	EPS		PREP. DE DICTEE	EPS	ARTS PLASTIQUES
15h	ANGLAIS	ANGLAIS	ANGLAIS		
15h30					
16h	ETUDE	ETUDE	ETUDE	ETUDE	



World-Readiness Standards for Learning Languages

CULTURES

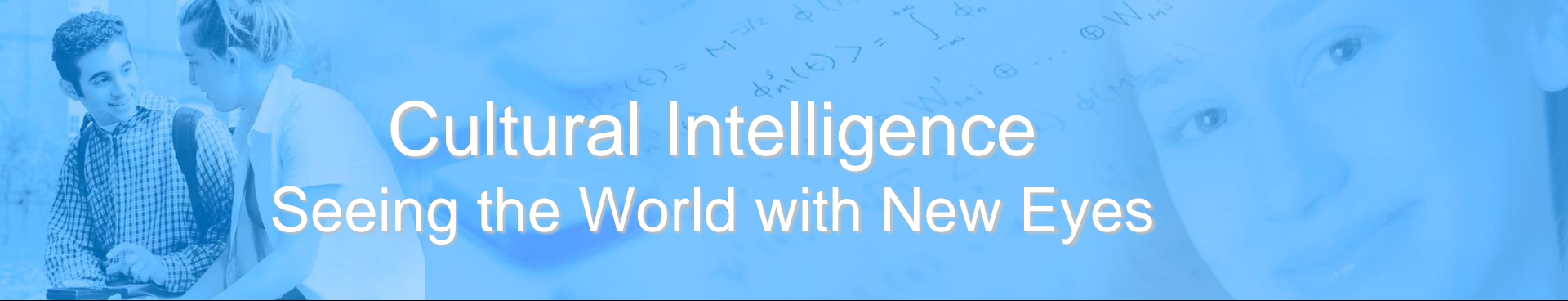
Interact with cultural competence and understanding

- **Relating Cultural Practices to Perspectives:** Learners use the language to *investigate, explain, and reflect on* the relationship between the practices and perspectives of the cultures studied
- **Relating Cultural Products to Perspectives:** Learners use the language to *investigate, explain, and reflect on* the relationship between the products and perspectives of the cultures studied



Defining Global Competence

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
Use a variety of <u>languages</u> and domestic and international <u>sources and media</u> to identify and weigh relevant evidence to address a globally significant researchable question.	Examine <u>perspectives</u> of other people, groups, or schools of thought and identify the <u>influences on those perspectives</u> .	<u>Listen to and communicate</u> effectively with diverse people, using appropriate verbal and nonverbal behavior, <u>languages</u> , and strategies.	<u>Reflect</u> on their capacity to advocate for and contribute to improvement locally, regionally, or globally.



Cultural Intelligence

Seeing the World with New Eyes

Mark Gerzon: *American Citizen, Global Citizen*

Witnessing – Opening our Eyes

[Investigate the World]

Learning – Opening our Minds

[Recognize Perspectives]

Connecting – Creating Relationships

[Communicate Ideas]

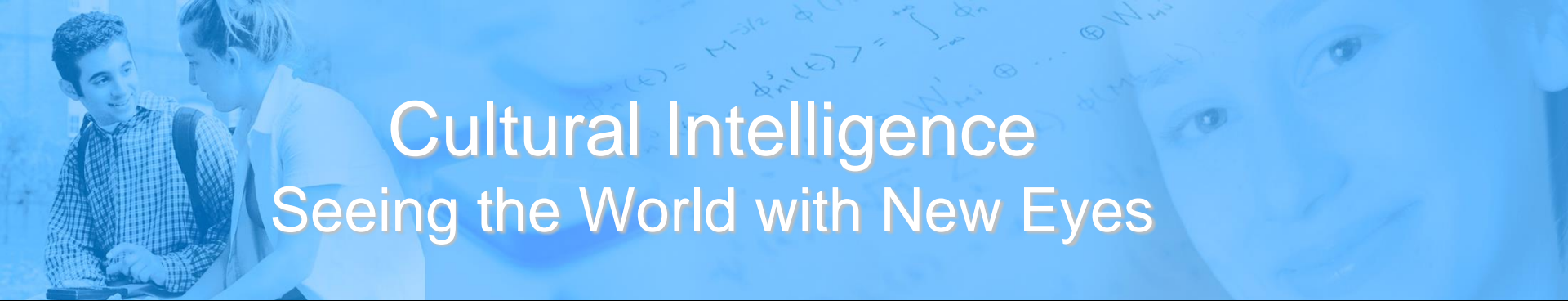
Geo-partnering – Working Together

[Take Action]

Describing Global Competence

Global competence is the ability to:

1. Communicate in the language of the people with whom one is interacting.
2. Interact with awareness, sensitivity, empathy, and knowledge of the perspectives of others.
3. Withhold judgment, examining one's own perspectives as similar to or different from the perspectives of people with whom one is interacting.
4. Be alert to cultural differences in situations outside of one's culture, including noticing cues indicating miscommunication or causing an inappropriate action or response in a situation.
5. Act respectfully according to what is appropriate in the culture and the situation where everyone is not of the same culture or language background, including gestures, expressions, and behaviors.
6. Increase knowledge about the products, practices, and perspectives of other cultures.



Cultural Intelligence

Seeing the World with New Eyes

Mark Gerzon: *American Citizen, Global Citizen*

Citizen 1.0 – Worldview based on one's self (**egocentric**)

Citizen 2.0 – Worldview based on one's group (**ideocentric**)

Citizen 3.0 – Worldview based on one's nation (**sociocentric**)

Citizen 4.0 – Worldview based on multiple cultures (**multicentric**)

Citizen 5.0 – Worldview based on the whole Earth (**geocentric**)



Interculturality

- The **interaction** of people from different cultures, **using authentic language** appropriately to demonstrate knowledge and understanding of the cultures.
- It is your ability to **experience the culture of another** person and to be open-minded, interested, and curious about that person and culture.
- You can also **evaluate your own feelings, thoughts, perceptions, and reactions** in order to understand and to use that experience to **reflect** on your own life and surroundings



Global Competence

Key Question:

What did you start to *look at* in a new way?

What did you start *to do* differently?

Evaluate your feelings, thoughts, perceptions, reactions

- Your perception
- A stereotype
- To know when, where, who, why

Global Competence

Speaking in Tongues

Julian
Middle School Student
San Francisco

What does Julian start to *look at* differently
and *do* differently?

Means to Achieve **Global Competence** :

- Recognize the multiplicity of factors that influence who people are and how they communicate.
- Investigate and explain cultural differences as well as similarities, looking beneath the surface of stereotypes.
- Examine events through the lens of media from different countries and cultures.
- Collaborate to share ideas, discuss topics of common interest, and solve mutual problems.
- Reflect on one's personal experiences across cultures to evaluate personal feelings, thoughts, perceptions, and reactions.

To be world-ready means that we...

Must prepare students for meaningful interactions with people around the world, helping them understand their own culture, and preparing them to be explorers: being curious, asking questions, being open to sharing new experiences and new ideas, ultimately with the goal of creating networks of collaboration to address the problems facing today's world.

Donna Clementi

Lutter contre la faim dans le monde

Canada
États-Unis d'Amérique
Mexique

Chaque année, la faim coûte environ 450 milliards de dollars É.-U. aux pays en développement.



Le PAM n'a besoin que de 0,25 dollar É.-U. pour donner à un écolier qui a faim un bol de nourriture contenant tous les nutriments essentiels pour la journée.



Près de 1 milliard de personnes dans le monde sont sous-alimentées – soit la population de l'Amérique du Nord et celle de l'Europe réunies.

La faim dans le monde 2011



Programme Alimentaire Mondial

wfp.org/fr

Catégorie	1	2	3	4	5	
Personnes sous-alimentées	<5%	5-9%	10-19%	20-34%	≥35%	Données insuffisantes
Description	Extrêmement faible	Très faible	Assez faible	Assez élevée	Très élevée	

Sources : L'état de l'insécurité alimentaire dans le monde 2010, Organisation des Nations unies pour l'alimentation et l'agriculture.

2011. Programme alimentaire mondial

Les appellations employées sur cette carte et la présentation des données ont été figurées d'implément de la part du PAM aucune prise de position quant au statut juridique ou constitutionnel des pays, territoires ou zones maritimes, ni quant au tracé de leurs frontières.

Les lignes en pointillés représentent approximativement le tracé de la ligne de contrôle au Sahara occidental-Occidentale convenue par l'Union et le Maroc. Les parties ne se sont pas encore entendues sur le statut officiel du Sahara-Occidental.

ACTFL - Laura Terrill

Unit: Respecting the Environment

Interpretive Assessment Task

Search two websites to identify actions students in ____
are taking to respect the environment

Identify evidence for each category of environmental "action"	Website A	Website B
Conserving water		
Recycling		
Saving energy		
Changes in buying habits		
Schoolwide initiatives		



**Donna
Clementi**

Reaching Global Competence

Global competence is fundamental to the experience of learning languages whether in classrooms, through virtual connections, or via everyday experiences.

Language learning contributes an important means to communicate and interact in order to participate in multilingual communities at home and around the world.

This interaction develops the disposition to ***explore the perspectives behind the products and practices of a culture*** and to value such intercultural experiences.

Language and Level	French – Novice Mid → Novice High
Theme/Topic	Challenges: Education
Essential Question	Why can't all young people go to school?
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • describe the current status of education of young people locally, nationally, and globally • identify and categorize economic, political, and social reasons why young people around the world cannot go to/stay in school • give reasons why going to school is important to oneself and locally, nationally, globally • give examples of initiatives to support schooling for all young people around the world • connect with a school in (x) to learn more about the school; collaborate to develop a plan for continued communication

Cultures (Sample Evidence)	Products Practices Perspectives	School Going to school Importance of school for all young people in (x)
	Products Practices Perspectives	Daily class schedule Regular breaks, holidays Balance

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied

Interpretive

Learners watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the learners will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.

Learners read an article giving reasons why all children should go to school. They categorize the reasons given by completing a graphic organizer.

Performance Tasks

Presentational

Learners work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.

Interpersonal

After the class selects a plan, learners will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration

Sample Interpretive Assessment Strategy:

Prediction and Verification

Fill in information found in the article (or website)

Possible Content (Predicted)	Found in article?	What is the information?
1. Economic reasons	1.	1.
2. No secondary schools nearby	2.	2.
3. Civil unrest / war	3.	3.
4. Disinterest / boredom	4.	4.
5. Gender issues	5.	5.
6. Family reasons	6.	6.

Sample Interpretive Assessment Strategy

Inferencing

Fill in graphic organizer to identify key details

Proof For		Proof Against
	Young people don't attend school because of peer pressure	
	Parents do not encourage young people to go to school	
	Young people don't have to go to school for most jobs available	



Creating a Meaningful Context

Current Classroom Activity

Embedding Development of Global Competence

Family:

Where is your family from (origins)?

Recognizing that climate change-induced migration is increasing dramatically, teams of students investigate where people are moving from and where they are going to;

Family members
Geography terms
From ... to ...

In conversational pairs, students share their findings in order to come to agreement on the content and on how they want to present their findings;

Pairs present their findings (reporting on the impact of the weather)



ACTFL AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Focused on the Three Modes ? Assessing more than vocabulary and grammar?

Interpretive

Look at (or listen to) information from three different host families in Egypt, to find out as much as you can: Where they live, how many children they have, what activities they like to do, etc.

Then decide which family you would prefer to host you and list as many reasons as possible to explain why.

Interpersonal

You and your partner are exchange students. It will be your first night with your host family in Egypt next week and you want to practice your conversational skills. You are given a picture of your own family and you will practice with your partner the kinds of questions you will ask and how you will respond.

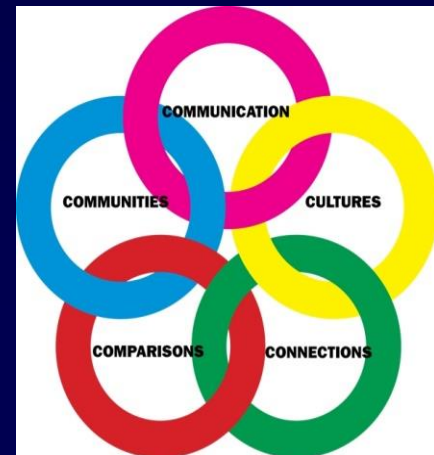
Presentational

The exchange program would like you to write a letter describing your family that the Egyptian students will read to decide on their American host family.

Provide as many details as you can to describe you and your family. Include likes, dislikes and activities.

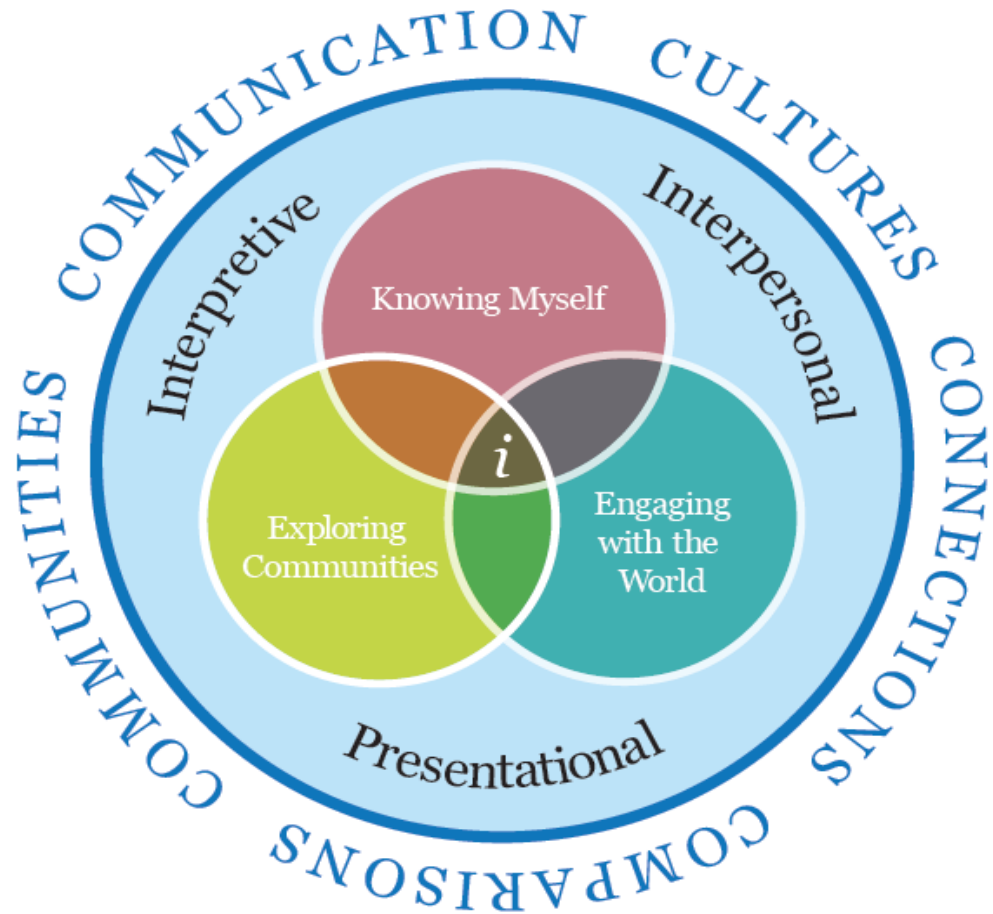
Ensuring Our Students Are World-Ready

- Have a vision: focus on real **communication**
- Provide a rich and **engaging context**
- Demonstrate students' proficiency (gather evidence via **performance assessments**)
- Ensure that we model and students practice 21st century skills so that students know they are developing **college-, career-, and world-readiness**



Global Competence

To prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with distinctive perspectives, values, and behaviors; and to help them to see that such interaction is an enriching



Yes, we can!

Learning Languages for Global Competence



Paul Sandrock

psandrock@actfl.org

American Council on the Teaching of Foreign Languages (ACTFL)